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ABSTRACT

The transition of teacher candidates into the teaching profession is often perceived to be particularly traumatic. This study was designed: (1) to ascertain whether or not 61 beginning elementary and secondary classroom teachers who responded on 2 occasions to the same work expectations scale changed job entry expectations between completion of student teaching and near the end of the first year of full-time teaching; and (2) to investigate whether changes, if any, were related to the extent of reality shock reported by the novices upon entry into the teaching profession. Findings indicate that: job entry expectations recalled and reported after teaching were less idealistic than those reported prior to teaching; actual experiences with some job conditions were more positive than had been expected; job conditions precipitating feelings of reality shock differed somewhat between elementary and secondary teachers; and lower expectations were reported for the same work conditions following induction (inservice training, rapport with other teachers and parents, and conferences with parents). Sixteen references and Teaching Job Expectation Rating Scale results are included. (LL)

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Teachers' Ratings of Job Entry Expectations Prior to and Following First Year of Teaching: Evidence of Idealistic Expectations and Transition Shock

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Abstract

This study was designed to ascertain whether or not a longitudinal sample of approximately 60 beginning teachers changed their job entry expectations between the end of student teaching and near the end of their first year of teaching and to investigate whether this change, if any, was related to the extent of reality shock reported by these neophyte teachers as they entered the teaching profession. It was found that the job entry expectations that were recalled and reported after teaching were less idealistic than those the teachers reported prior to teaching, that actual experiences with some job conditions were more positive than had been expected by the novice teachers, that job conditions precipitating feelings of reality shock differed somewhat between elementary and secondary teachers, and that the neophyte teachers reported lower expectations for the following work conditions after compared to prior to teaching: assistance received from inservice training, rapport with other teachers, rapport with parents, and conferences with parents.

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Teachers' Ratings of Job Entry Expectations Prior to and Following First Year of Teaching: Evidence of Idealistic Expectations and Transition Shock

Socially, the transition of an individual into the work world is viewed as a significant and potentially stressful life transition (Pajak & Blase, 1982). This transition typically is characterized by dramatic changes in personal responsibilities, residence, and friendships as well as the commencement of employment demands.

The transition of teacher candidates into the teaching profession is often perceived to be particularly traumatic. Many explanations have been given for the feelings of "reality shock" reported by many neophyte teachers. These explanations vary from the personal attributes of the teacher candidates, inadequacies of professional training, job situational factors, to the very nature of the profession itself. As to the latter, Lortie (1975) depicted the educational profession as lacking a codified body of knowledge and skills; as a profession wherein learning by doing rather than formal training is seen as the most important element of professional development; and as a complex and demanding profession with an abrupt transition between training and practice. Further, Veenman (1984) noted that problems reported by beginning teachers appear to be common to the entire teaching profession and not greatly influenced by the nature of training program experienced, by country of origin, or by grade level of instruction.

Findings from research studies have revealed that many beginning teachers feel that their university courses were too theoretical and impractical and thereby contributed to their experiences of transition reality shock (Applegate & Lasley, 1985; Metzner, Nelson, & Sharp, 1972; Marso & Pigge, 1987; Pigge, 1978), that many new teachers are assigned to more difficult and less desirable classes (Neufeld, 1985) and receive insufficient support from their school principals (Schlechty, 1984) which likely contribute to their experiences of transition reality shock, and that beginning teachers' own personal, unrealistically high expectations of teaching may also contribute to their feelings of reality shock (Childers & Podemski, 1982-83; Gibson, 1976; Lasley, 1980; O'Roarke, 1983).

A number of teacher educators have argued that increased preservice experiences with children would decrease feelings of reality shock during novice teachers' transition to the profession (Ryan, 1979). Some research, however, has indicated that previous experiences with children may only exacerbate the unrealistic optimism about teaching expressed by many teacher candidates (Book, Byers, & Freeman, 1983; Weinstein, 1988).

The primary purpose of the present study was to identify changes in job entry expectations which may have occurred in a longitudinal sample of approximately 60 novice teachers between their completion of student teaching and their first year of full-time teaching. More specifically, this study was designed to test the following two hypotheses: 1) The first year of teacher socialization will have

tempered the job entry expectations of teachers as revealed by their rating prior to job entry work expectations lower near the end of their first year of teaching then when they had rated these expectations immediately following their student teaching. 2) First year teachers will report having experienced feelings of job entry reality shock as they made the transition from teacher candidate to full-time teacher regardless of whether job expectations are reported prior to or following the first year of teaching.

Methods and Procedures

The subjects for this study consisted of a longitudinal sample of 61 elementary and secondary classroom teachers who had entered teacher training in 1985 at Bowling Green State University and who by the spring of 1990 had completed their first year of full-time teaching. Each of these neophyte teachers responded to the same teaching work expectations scale on two occasions; initially near the completion of their student teaching experience and again near the end of their first year of teaching. Also, near the end of their first year of teaching these teachers completed ratings of the teaching work conditions they actually experienced during their first year of teaching.

The teaching work conditions or work expectation scales are composed of 24 teaching work conditions, situations, or factors (e.g., pupil behavior, colleague support, administrative guidance, etc.) to which the teachers were asked to respond to on a five-point Likert scale. The teachers responded in the following format to each of the 24 teaching work conditions near the end of their student teaching: "If you expect (when you start teaching) that the instructional help, guidance, and advice from other teachers will be highly positive you would circle '5' or if highly negative you would circle '1'." Near the end of their first year of teaching, the teachers again responded to each of the same 24 teaching work conditions on two Likert scales. On the first scale they rated their remembered or recalled prior to job expectations, and on the second scale they rated the job work conditions which they actually experienced during their first year of teaching.

The instructions, the response code, and example item number 17 from the work conditions instrument as presented near the end of the first year of teaching follow. All 24 descriptions of the teaching work conditions or situations are presented in Table 1.

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Insert Table 1 about here
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PRIOR EXPECTATIONS AND ON-THE-JOB REALITIES

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Please circle the response for your "prior expectations" on the left, your "on-the-job realities" on the right. Response code:

1	2	3	4	5
Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

1 2 3 4 5 17. Parent-teacher conferences 1 2 3 4 5

The prior to the job expectations scale was included in a sealed packet of materials completion of which are required of all student teachers near the end of their student teaching term. Each completed scale was sealed by the student teacher in a provided envelope that was marked confidential and then returned to the researchers. The prior to the job expectations and the on the job realities scale was sent by mail to each of the the first-year teachers near the end of the 1990 spring term. This scale was accompanied by a statement of confidentiality and a stamped return envelope. Nonrespondents were mailed reminders three weeks after the original mailing.

Each of the three sets of ratings prior to the job expectation ratings for each of the 24 teaching work conditions completed by the individuals near the end of their student teaching and again near the end of their first year of teaching and the actual work experiences ratings for each of the 24 work conditions completed by each after the end of their first year of teaching) were summed and means were calculated. Teaching work condition mean discrepancies (the prior to job expectation rating mean minus the actual work experiences rating mean) also were calculated and rank ordered for each of the 24 teaching work conditions. These discrepancies were determined for both the prior to job work expectations rated after student teaching and after the first year of teaching.

These procedures resulted in two sets (prior to and following teaching) of teaching work condition expectation means for the novice teachers. Dependent t-test comparisons were completed between each of the two sets of prior to job expectation means and the actual work experiences means for the elementary and secondary teachers separately and for these two groups together.

The number of teaching work conditions identified as precipitating job entry reality shock for the neophyte teachers were then tallied for the job entry expectations recorded after student

teaching and again for the set collected after the first year of teaching. An instance of job entry reality shock was considered to be present when a teaching work condition revealed a significantly lower ($p \leq .05$) on the job reality rating mean compared to the prior to job expectation mean.

Findings

Expectations Prior to Teaching: The dependent t-comparisons between the teachers' prior to job entry work condition expectations rated near the end of student teaching and the teachers' on the job realities rated after the first year of teaching revealed statistically significant ($p \leq .05$) mean differences for seven job conditions for the combined group of elementary and secondary teachers as shown in Table 1. Each of these differences suggested the presence of job entry reality shock as the neophyte teachers rated prior to job expectations higher than on the job realities for all seven job conditions. The seven job conditions revealing the presence of job entry reality shock in order of the amount of reality shock generated (based upon the magnitude of the difference between the prior to job expectations and the on the job realities means) were: help from inservice training, help from college classes, feelings of job accomplishment, behavior of pupils, school environment promoting professional growth, rapport with parents, and feelings of job satisfaction.

Six of the seven job conditions revealing reality shock for the combined group of elementary and secondary teachers also revealed reality shock for the elementary teachers; whereas just four of these seven job conditions revealed reality shock for the secondary teachers. The elementary teachers, but not the secondary teachers, reported job entry reality shock for rapport with parents, school environment for professional growth, and behavior of pupils; whereas the secondary teachers, but not the elementary teachers, reported the presence of job entry reality shock for the feelings of job satisfaction. The three job conditions generating job entry reality shock for both the elementary and secondary teachers were: help from inservice training, help from college classes, and feelings of job accomplishment.

Expectations After Teaching: The dependent t-comparisons between the means for the ratings of prior to job entry expectations and of on the job realities both of which were completed near the end of the first year of teaching revealed just three work conditions contributing significantly ($p \leq .05$) to the combined group of elementary and secondary teachers' feelings of job entry reality shock as reported in Table 2. These three work conditions, ranked in order of the amount of reality shock generated, were: feelings of job satisfaction, help from college classes, and feelings of job accomplishment. These three teaching work conditions also were identified as having contributed to the novice teachers' feelings of job entry reality shock when the prior to the job expectations were rated near the end of student teaching.

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Insert Table 2 about here
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Another statistically significant difference was noted among the teaching work conditions, but in this case the on the job reality rating was higher than the prior to the job expectation rating. The beginning teachers rated more positively their actual on the job experiences of being observed while teaching than they rated their prior to job expectation for this work condition.

None of the four work conditions revealing job entry reality shock for the combined group of elementary and secondary teachers also revealed differences for both the elementary and secondary groups of teachers. None of the job conditions revealed the presence of job entry reality shock for the elementary group of teachers; whereas two of the job conditions revealed job entry reality shock for the secondary teachers: help from college classes and feelings of job satisfaction.

Before versus After Teaching Expectations: As already noted, when prior to job work expectations were recorded near the end of student teaching seven job conditions appeared to precipitate teachers' reality shock; whereas when the prior to job expectations were recalled and then recorded after the first year of teaching just three work conditions appeared to precipitate teachers' reality shock. Each of the three work conditions revealing job entry reality shock for the prior to job expectations rated after teaching also revealed reality shock when rated near the end of student teaching. This finding suggests that the teachers recalled their prior to job work expectations quite accurately after their first year of teaching at least in a relative sense (i.e., Those prior to job work conditions rated most positively after student teaching also were rated most positively following the first year of teaching.) although the magnitudes of the ratings at the two points varied somewhat. This interpretation is supported by a relatively high and positive Spearman Rho coefficient of correlation of .60 ($p < .01$) between the rank orders derived from the two sets of expectation means minus reality means differences as reported in Tables 1 and 2.

Most of the prior to job work expectation means obtained from the ratings gathered at the end of the first year of teaching were somewhat lower compared to those means gathered from ratings near the end of student teaching (i.e., 16 of the 24 means, $X^2 = 2.67$, $p = .10$) as would be predicted from socialization theory. For the combined group of elementary and secondary teachers, four of the prior to teaching job work expectation means were significantly lower ($p \leq .05$) compared to those after teaching means: help from inservice training, rapport with parents, rapport with other teachers, and parent conferences.

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Insert Table 3 about here
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The group of secondary teachers rated four of the job entry work expectations significantly lower ($p \leq .05$) after their first year of teaching compared to their ratings of expectations at the close of student teaching: parent conferences, rapport with parents, rapport with other teachers, and help from inservice training. Conversely, the elementary group of teachers did not rate any of the expected work conditions significantly lower after teaching compared to before teaching; however, they rated the expected physical facilities and job satisfaction conditions significantly higher after teaching compared to before teaching suggesting that the elementary teachers found these two job conditions to be more positive than they had expected. Similarly, the combined elementary and secondary groups of teachers appeared to rate physical facility expectations significantly higher after teaching compared to before teaching, but, as can be seen on Table 3, it was the elementary teachers' ratings (means of 3.42 and 3.89) not the secondary teachers' ratings (means of 3.70 and 3.73) which precipitated this apparent total group difference. The secondary teachers (i.e., 17 of 24 means, $X^2 = 4.17$, $p = .04$), compared to the elementary teachers (i.e., 14 of 24 means, $X^2 = .67$, $p = .41$) revealed a more clear pattern of rating work condition expectations somewhat lower following rather than prior to the first year of teaching as shown in Table 3.

Summary and Discussion

A longitudinal sample of 61 elementary and secondary teachers gave their expectations regarding job work condition near the end of their student teaching term and near the end of first year of teaching. Additionally, after their first year of teaching these teachers rated the 24 teaching work conditions as they actually experienced them during their first year of full-time teaching. Comparisons were made between each of the two sets of teachers' prior to job entry work expectation ratings and their on the job actual experiences ratings for each of the 24 job conditions to determine the presence of job entry reality shock. A statistically significant ($p \leq .05$) lower job reality rating mean compared to the prior to job entry expectation rating mean for a teaching work condition was considered an incidence of job entry reality shock.

The combined group of elementary and secondary beginning teachers reported the presence of job entry reality shock on 7 of the 24 work conditions when prior to job expectations were rated near the end of student teaching, and they reported the presence of job entry reality shock on 3 of the 24 work conditions when prior to job expectations were recalled and then rated near the end of first year of teaching. The neophyte teachers generally reported somewhat lower recalled job entry expectations after one year of teaching as compared to their job entry expectations reported near the end of student teaching as would be predicted from socialization theory. These differences, however, were relatively small with just 3 of the 24 work conditions revealing

statistically significant lower job expectations for those ratings completed after one year of teaching compared to those ratings completed at the close of student teaching. The teachers' expectations related to school physical facilities were higher after one year of teaching compared to what they expected prior to having taught.

The finding of lower teaching work expectation levels following compared to prior to the first year of teaching led to the confirmation of the first hypothesis that the first year of teaching would temper job entry expectations of beginning classroom teachers. Relatedly, the finding of job entry reality shock for the beginning teachers also resulted in the confirmation of the second hypothesis that beginning teachers will report having experienced feelings of job entry reality shock during their transition into teaching regardless of when job condition expectations were recorded. Both of these hypotheses, however, must be accepted with some reservation, for just a few of the teaching work conditions clearly revealed the hypothesized patterns and as even those job conditions identified as generating reality shock were given relatively positive reality or experience ratings by the neophyte teachers (e.g., above a '3' or average rating).

Differences were found between the incidences of job entry reality shock reported by the elementary and secondary groups of beginning teachers. None of the 24 teaching work conditions revealed reality shock for the beginning elementary teachers, and just 2 of the 24 work conditions revealed reality shock for the beginning secondary teachers when prior to job expectations and on the job realities were both rated by the teachers at the end of the first year of teaching. When the prior to job expectations were rated prior to teaching the elementary teachers reported reality shock on 6 of the 24 work conditions, and the elementary teachers reported reality shock on 4 of the 24 work conditions.

It was found that two of the teaching work conditions were found to precipitate teachers' feelings of job entry reality shock when prior to job expectations were rated either at the close of student teaching or near the end of the first year of teaching: help from college classes and feelings of job satisfaction. Further, both the elementary and secondary teachers reported job entry reality shock for these two work conditions. Previous researchers have reported that neophyte teachers consistently describe their college courses to have been too theoretical and impractical (Applegate & Lasley, 1985; Metzner, Nelson, & Sharp, 1971; Pigge, 1978); and neither the recent mandated increases in college preservice field experiences often completed in conjunction with particular college courses nor the recent mandated new teacher induction programs appear to have alleviated these beginning teachers' perceptions of the usefulness of their college classes.

The findings from the present study suggest that the following teaching work situations or conditions are most likely to contribute to beginning teachers' feelings of job entry reality shock: help from

inservice training, rapport with parents, feelings of professional growth, feelings of job accomplishment, and the behavior of pupils. Conversely, beginning teachers might likely find that their actual job experiences relative to school physical facilities, having their teaching observed, and help received from other teachers might prove to be more positive than they had expected prior to teaching.

This study has not indicated clearly whether it is more desirable for researchers to ascertain the presence of teachers' job entry reality shock by gathering prior to job entry expectations before or after the first year of teaching. In the present study the prior to job entry expectations gathered near the end of student teaching rather than the set gathered near the end of the first year of teaching did result in the identification of more sources of job entry reality shock. It is assumed of course that reality shock is truly felt at some point(s) during the first year transition period; therefore, one might then presume that expectations might most appropriately be gathered before the job transition begins. On the other hand, one might argue that expectations expressed by novice teachers prior to their first teaching job may reflect a level of idealism that for many individuals is readily tempered by the first year of job socialization with but little reality shock being generated, and thus it might be concluded that job expectations recorded after one year of teaching would more accurately reflect the factors that truly generate reality shock. This latter position may be somewhat supported by findings from the present study, as well as by previous studies, revealing that many beginning teachers note that their own too idealistic prior to job expectations may have contributed to their feelings of job entry reality shock (Childers & Podemski, 1982-83; Gibson, 1976; Lasley, 1980; O'Roarke, 1983).

In summation, the findings from the present study indicate that job entry reality shock is most likely to be precipitated by teaching work conditions such as: help received from teacher inservice training, benefits received from college classes, feelings of accomplishment from teaching, behavior of pupils, teaching environment promoting professional growth, rapport with parents, and feelings of job satisfaction. The findings from the present study also indicate that neophyte teachers may be able to adjust some of their initial, perhaps too idealistic, expectations without undue stress or frustration during their first year of teaching. Nevertheless, it would appear that the following three job conditions probably ought to be better addressed in the teacher socialization process, for these conditions appear to precipitate reality shock whether expectations are recorded prior to or near the end of the first year of teaching: benefits received from college classes, feelings of accomplishment from teaching, and feelings of job satisfaction. The latter two of these factors appear to be matters that employing school districts ought to seriously address in order to facilitate the induction of new teachers, and it appears that teacher trainers ought to renew their efforts to better relate college class experiences to the classroom reality faced by beginning elementary and secondary teachers.

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Table 1

Teaching Job Expectation Rating (After Student Teaching) and On The Job Reality Rating Means with Dependent t-Probability Values

		Elementary Teachers (N=38)			Secondary Teachers (N=23)			Total Teachers (N=61)			$\bar{X}$ Diff.**
	Job Conditions	Expect.	Reality	p	Expect.	Reality	p	Expect.	Reality	p	Rank
1.	Help other teachers	4.21	4.32	.512	4.30	3.86	.076	4.22	4.15	.471	15
2.	Help from administrators	3.89	3.66	.262	4.13	3.70	.219	3.95	3.67	.092	8
3.	Help from inservice	4.08	3.33	.001*	3.91	3.17	.008*	4.00	3.27	.000*	1
4.	Help college classes	4.19	3.78	.014*	3.87	3.09	.004*	4.04	3.51	.000*	2
5.	Rapport students	4.55	4.42	.453	4.35	4.18	.201	4.51	4.26	.150	9.5
6.	Rapport with parents	4.16	3.63	.009*	4.14	4.09	.544	4.15	3.77	.011*	6
7.	Rapport other teachers	4.32	4.24	.628	4.35	4.13	.260	4.32	4.20	.289	16
8.	Rapport administrators	4.16	3.97	.324	4.09	3.70	.107	4.12	3.87	.073	9.5
9.	Rapport community	3.97	3.68	.155	3.96	3.74	.260	3.93	3.70	.070	11
10.	Budget for teaching	3.27	3.16	.606	3.00	3.32	.329	3.17	3.22	.775	21
11.	Support parents	3.68	3.89	.222	3.59	3.45	.602	3.64	3.73	.563	14
12.	Support other teachers	4.08	4.32	.183	4.09	3.83	.228	4.07	4.13	.721	19.5
13.	Support administrators	4.00	3.97	.881	4.00	3.83	.445	3.98	3.92	.552	19.5
14.	Support community	3.59	3.68	.457	3.43	3.65	.365	3.53	3.68	.236	23
15.	Physical facilities	3.42	3.61	.343	3.70	3.52	.539	3.53	3.57	.759	18
16.	Equipment for teaching	3.58	3.50	.715	3.57	3.74	.406	3.58	3.59	.916	17
17.	Parent conferences	3.74	3.63	.586	3.81	3.55	.110	3.76	3.59	.221	13
18.	Time cover content	3.70	3.44	.203	3.57	3.57	1.000	3.67	3.49	.344	12
19.	Environment for growth	4.16	3.79	.011*	3.91	3.68	.175	4.07	3.68	.007*	5
20.	Feelings of accomplishment	4.34	3.97	.037*	4.22	3.43	.014*	4.29	3.77	.001*	3
21.	Work load	3.37	3.42	.884	2.87	3.30	.076	3.19	3.33	.309	22
22.	Behavior of pupils	3.76	3.37	.049*	3.74	3.22	.083	3.76	3.31	.008*	4
23.	Teaching being observed	3.76	3.95	.280	3.70	4.09	.165	3.73	4.00	.077	24
24.	Job satisfaction	4.13	4.05	.653	4.13	3.39	.008*	4.12	3.80	.032*	7
	Total	93.92	90.05	.164	91.13	86.21	.178	92.75	88.61	.051	

*Probability values of dependent t-comparisons less than .05, ratings based upon scale from '1' highly negative to '5' highly positive.

**Expectations mean minus the reality mean difference ranked from largest to smallest discrepancy for the combined (elementary and secondary) sample.

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Table 2

Teaching Job Expectation Rating (Recalled After Teaching) and On The Job Reality Rating Means with Dependent t-Probability Values

		Elementary Teachers (N=38)			Secondary Teachers (N=23)			Total Teachers (N=61)			$\bar{X}$ Diff.**
	Job Conditions	Expect.	Reality	p	Expect.	Reality	p	Expect.	Reality	p	Rank
1.	Help other teachers	4.32	4.32	1.000	3.86	3.86	1.000	4.14	4.15	1.000	18.5
2.	Help from administrators	4.03	3.66	.119	4.00	3.70	.459	4.00	3.67	.087	4
3.	Help from inservice	3.75	3.33	.083	3.27	3.17	.559	3.54	3.27	.081	6
4.	Help college classes	4.06	3.78	.130	3.95	3.09	.000*	4.00	3.51	.001*	2
5.	Rapport students	4.37	4.42	.782	4.09	4.18	.724	4.25	4.26	.659	18.5
6.	Rapport with parents	3.95	3.63	.142	3.68	4.09	.059	3.83	3.77	.753	14
7.	Rapport other teachers	4.18	4.24	.756	4.00	4.13	.296	4.10	4.20	.419	21
8.	Rapport administrators	3.92	3.97	.756	3.91	3.70	.561	3.90	3.87	.903	15
9.	Rapport community	3.79	3.68	.512	3.62	3.74	.204	3.72	3.70	.890	16
10.	Budget for teaching	3.42	3.16	.244	3.19	3.32	.754	3.34	3.22	.450	11
11.	Support parents	3.89	3.89	1.000	3.59	3.45	.589	3.80	3.73	.745	13
12.	Support other teachers	4.05	4.32	.143	3.95	3.83	.480	4.02	4.13	.382	22
13.	Support administrators	3.95	3.97	.895	3.91	3.83	.833	3.93	3.92	1.000	17
14.	Support community	3.71	3.68	.864	3.43	3.65	.135	3.62	3.68	.551	20
15.	Physical facilities	3.89	3.61	.232	3.73	3.52	.478	3.85	3.57	.160	5
16.	Equipment for teaching	3.92	3.50	.107	3.59	3.74	.480	3.81	3.59	.228	7.5
17.	Parent conferences	3.53	3.63	.624	3.14	3.55	.083	3.38	3.59	.175	23
18.	Time cover content	3.70	3.44	.183	3.55	3.57	.576	3.62	3.49	.484	10
19.	Environment for growth	4.00	3.79	.210	3.82	3.68	.576	3.89	3.68	.168	9
20.	Feelings of accomplishment	4.24	3.97	.244	4.09	3.43	.083	4.17	3.77	.044*	3
21.	Work load	3.58	3.42	.212	3.14	3.30	.473	3.42	3.33	.784	12
22.	Behavior of pupils	3.58	3.37	.412	3.41	3.20	.559	3.53	3.31	.307	7.5
23.	Teaching being observed	3.63	3.95	.123	3.64	4.09	.074	3.63	4.00	.017*	24
24.	Job satisfaction	4.42	4.05	.056	4.18	3.39	.018*	4.32	3.80	.003*	1
	Total	93.00	90.05	.319	88.50	86.21	.900	91.17	88.61	.359	

*Probability values of dependent t-comparisons less than .05.

**Expectations mean minus the reality mean difference ranked from largest to smallest discrepancy for the combined (elementary and secondary) sample.

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Table 3

Teaching Job Expectation Rating Means for Prior to and After Teaching with Dependent t-Probability Values

		Elementary Teachers (N=38)			Secondary Teachers (N=23)			Total Teachers (N=61)		
	Job Conditions	Prior	After	p	Prior	After	p	Prior	After	p
1.	Help other teachers	4.21	4.32	.500	4.30	3.86	.058	4.22	4.14	.512
2.	Help from administrators	3.89	4.03	.482	4.13	4.00	.715	3.95	4.00	.736
3.	Help from inservice	4.08	3.75	.090	3.91	3.27	.031*	4.00	3.54	.006*
4.	Help college classes	4.19	4.06	3.77	3.87	3.95	.590	4.04	4.00	.799
5.	Rapport students	4.55	4.37	.280	4.35	4.09	.104	4.51	4.25	.062
6.	Rapport with parents	4.16	3.95	.243	4.14	3.68	.018*	4.15	3.83	.021*
7.	Rapport other teachers	4.32	4.18	.360	4.35	4.00	.029*	4.32	4.10	.046*
8.	Rapport administrators	4.16	3.92	.230	4.09	3.91	.384	4.12	3.90	.135
9.	Rapport community	3.97	3.79	.324	3.96	3.62	.163	3.93	3.72	.103
10.	Budget for teaching	3.27	3.42	.468	3.00	3.19	.358	3.17	3.34	.279
11.	Support parents	3.68	3.89	.222	3.59	3.59	.825	3.64	3.80	.253
12.	Support other teachers	4.08	4.05	.822	4.09	3.95	.666	4.07	4.02	.635
13.	Support administrators	4.00	3.95	.711	4.00	3.91	.858	3.98	3.93	.695
14.	Support community	3.59	3.71	.391	3.43	3.43	1.000	3.53	3.62	.533
15.	Physical facilities	3.42	3.89	.014*	3.70	3.73	.771	3.53	3.85	.019*
16.	Equipment for teaching	3.58	3.92	.091	3.57	3.59	.803	3.58	3.81	.104
17.	Parent conferences	3.74	3.53	.233	3.81	3.14	.012*	3.76	3.38	.011*
18.	Time cover content	3.70	3.70	1.000	3.57	3.55	.561	3.67	3.62	.704
19.	Environment for growth	4.16	4.00	.225	3.91	3.82	.494	4.07	3.89	.184
20.	Feelings of accomplishment	4.34	4.24	.473	4.22	4.09	.505	4.29	4.17	.321
21.	Work load	3.37	3.58	.291	2.87	3.14	.267	3.19	3.42	.128
22.	Behavior of pupils	3.76	3.58	.314	3.74	3.41	.069	3.76	3.53	.075
23.	Teaching being observed	3.76	3.63	.491	3.70	3.64	.874	3.73	3.63	.527
24.	Job satisfaction	4.13	4.42	.039*	4.13	4.18	.789	4.12	4.32	.064
	Total	93.92	93.00	.738	91.13	88.50	.438	92.75	91.17	.465

*Probability values of dependent t-comparisons less than .05.

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